DOCUMENT RESUME

ED 184 626 JC 800 178

AUTHOR Charles, Richard
TITLE Student Recruitment of Special Populations. Special Programs Segment, De Anza College.
INSTITUTION De Anza Coll., Cupertino, Calif.
PUB DATE Mar 80
NOTE 13p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Agency Cooperation; Ancillary School Services; *Community Colleges; *Information Dissemination; Learning Disabilities; Older Adults; Outreach Programs; *Physical Disabilities; Program Descriptions; *Publicity; Rehabilitation Programs; *Special Programs; Student Personnel Services; *Student Recruitment; Two Year Colleges; Two Year College Students

ABSTRACT

De Anza College provides numerous services and programs to meet the needs of the disabled, the aged, and other special populations in the surrounding community. These services include: (1) the Tutorial Center; (2) the Physically Limited Program, which works with the student to assure full participation in the college's curriculum; (3) the Adaptive and Rehabilitative Program; (4) the Educational Diagnostic Clinic, which recruits and serves students with learning disabilities; (5) the Adaptive Geriatric Education Program, which serves the institutionalized aged; and (6) the Older Adult Education Program, which provides senior citizens with educational experience at outreach centers. Over 45 procedures have been established at De Anza to disseminate information about these programs to De Anza students and to members of the community. These procedures involve the use of admissions forms, brochures, newsletters, orientations, special classes, the college catalog, class visitations, public service announcements, staff appearances on radio and television, cooperative activities with area parks, professional groups, high schools, local business and industry, newspapers, and special mailers. Special faculty/counselor interview procedures have been developed to increase the effectiveness of the staff. This descriptive report concludes with a list of agencies which coordinate their services with the college's special education programs. (JP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED184626

STUDENT RECRUITMENT OF SPECIAL POPULATIONS
SPECIAL PROGRAMS SEGMENT
DE ANZA COLLEGE

RICHARD CHARLES

March 1980

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Richard Charles

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

JC 800 178

Identification of the Student Population

The major task in recruitment of students is the identification and matching of student populations to appropriate programs.

The special programs at De Anza are designed to meet the wide diversity of needs of the disabled, aged, and other special populations in the community. These individuals, for lack of public awareness, transportation, mobility assistance, and communication difficulties, and because of architectural and attitudinal barriers to the use of public facilities and programs, historically have been discouraged from leaving their familiar surroundings. De Anza College encourages such individuals to join in the educational activities provided by the college. For persons unable to travel to the campus, programs such as Adaptive Geriatric Education and Adaptive & Rehabilitative Physical Education, Skills, Tutorial, Mature Adult, and Older Adult Education, are conducted in the community at other facilities.

The handicapped student population may be physically limited because of orthopedic, vision, cardio-vascular, or other health impairments. Some students have communication difficulties, including impairments of hearing, speech or language; others have learning disabilities ranging from marked functional developmental limitations to students with single specific neurological dysfunctions.

Students included are those who can profit from assistive services and educational programs. The students have a variety of learning needs associated with emotional, physical, and cognitive disabilities. They range in age from 16 to over 85 years; in disabilities from multiple handicaps involving several areas of human development, to single source disabilities, such as the various degrees of blindness or hearing losses, as well as aphasia, spinal cord injury, or conditions associated with aging.

The Tutorial Center reaches to support the classroom learning experience of all students both on and off campus. The Tutorial Program receives many clients on a teacher referral basis.

Services and programs are administratively organized to provide prompt and qualitative services for students. The various program areas, special services within other areas of the college, and availability of mainstream coursework, combine to form one unified program for disabled students.

The Physically Limited Program serves any student who is on the De Anza College campus and who has a disabling condition - vision and hearing impairment, orthopedic, and other health difficulties, or any of the myriad of conditions which may functionally limit the student's ability to fully participate in the college curriculum. This area also assumes the coordination of students' programs and services of off-campus contacts.

Adaptive & Rehabilitative Physical Education focus is on any disabled student who can profit from an individually developed program of physical education and activity. These students' disabilities encompass the full range of disabilities of students at De Anza.

The Educational Diagnostic Clinic recruits and serves students who have specific learning disabilities characterized by a discrepancy between the student's achievement and potential; a measurably different learning style and mode; learning needs in the areas of reading, math, writing, spelling, memory, organization, study skills, speech, language development, pre-vocational skills and in some cases, accompanying physical, psycho-social and/or communication handicaps.

Hope-De Anza is designed to serve disabled adults who would benefit from a comprehensive and individualized pre-vocational and vocational education program. These students demonstrate difficulties in the learning process, may have accompanying psycho-social and/or communication handicaps. Some also have physical and/or sensory limitations.

Students served by the Adaptive Geriatric Education Program are primarily the institutionalized aged in our community; those living in extended health care facilities. Other community residents are also encouraged to enroll in this program and participate in the activities which are designed to attain the program goals.

The average age of these students is close to 80, although the ages of students range from about 30-100 years. In health care facilities, individuals experience a range of functional limitations, varying from those imposing severe physical limitations to those whose effects are classed under the general heading of mental illness.

Students served by the Older Adult Education Program are primarily able-bodied seniors who attend classes in community centers, retirement facilities, and storefronts. Many of them have been away from formal educational environments for many years.

Study Skills appeal to those in need of help in basic curriculum areas such as math, reading, and writing, ESL, and study skills. This self-paced, highly individualized form of instruction has proved extremely successful with students.

Consistent with the determination to provide a full complement of courses and supportive services which will lead to the development of all special students in the District who wish to enroll at the college, the special programs attempt to keep abreast of the needs of students. An ongoing program of information dissemination and student recruitment is carried out.

The success of the information dissemination procedures is evidenced by the very large proportion of students who arrive at the college as self-referrals. Many others have been told by medical, allied health, and community professionals in agencies of the availability of our services. Much of the growth factors has been the fine reputation and word-of-mouth communication going on. This program of information dissemination, recruitment, and data gathering is implemented through many procedures.

Prior to the development of De Anza's service components for disabled and aged students, a number of survey procedures were completed. Surveys are presently being carried out in Older Adult Education with different populations to determine unmet needs.

Programs and supportive systems are in existence for most disability areas. Further data is continuously gathered from community personnel, the Advisory Council, and students to see what additional areas of expansion are needed. Continuing Education is currently exploring a survey procedure to gain input from the community about their unmet college-related needs. Any such survey will contain questions related to disabled persons' wishes or needs. An advisory committee fo' an Emeritus Program is presently in place of Older Adult Education. The committee is developing and cataloging special needs of mature adults.

On-Campus Survey Procedures

1. Students who choose to indicate on their admissions form that they have a disability or who might be interested in an adaptive curriculum, are contacted by mail and made aware of the availability of special assistance and programs.

2. Descriptive brochures are routinely made available to students through the inclusion of these materials with other program brochures in the admissions area.

3. The Physically Limited quarterly newsletter, The De Anza Limited, is mailed to all disabled students and all full and part-time faculty.

4. Special program information is distributed to all new full and part-time faculty during their orientation program.

5. Special inservice classes provide an in-depth data base about the disabled for faculty and staff.

6. All faculty, staff, and students are invited to special programs presented by disabled students to informally encourage interaction.

7. Student information is carried in the college catalog.

8. Special Programs information is regularly included in the preface to each quarter's schedule of classes.

9. Los Robles, a quarterly newspaper, has been developed to reach 10,000 seniors. Classes are listed along with information pertinent to Older Adult Education.

10. A Disabled Student's Handbook has been compiled for distribution through several college centers such as the Health Counselor's office, Security, etc.

11. Notices are mailed to faculty advising them of the availability of assistance for students in their classes in both the Tutorial and Skills and disabilities programs.

12. Class visitations and presentations are made informing students of the availability of assistive services and programs.

13. Informative brochures and memos describing services are placed in faculty mail boxes.

14. Staff attend counselor meetings periodically to review admission guidelines and referral procedures.

15. Verbal presentations are routinely made at orientation to college classes.

16. Representatives of the programs attend all open house events with printed material descriptive of available services.

17. Posters are placed throughout the campus.

18. Liaison activities are established with other college programs which provide remedial programs, such as Educational Diagnostic Clinic personnel working with the Reading Lab, Math Lab, Tutorial Center, readiness programs, and RENEW Program.

19. Informational advertisements are placed in the student newspaper during the beginning of each quarter.

20. The student newspaper frequently carries stories and feature articles about the various disabled student programs.

21. Program staff serve as members of the De Anza Special Education Aide Advisory Council.

22. Extensive employment of work-study students and student assistants provides for direct interaction between disabled and non-disabled students. This is a particularly valuable avenue of extending information about the capabilities of the disabled to staff, students, and community residents.

23. Community recruiters are employed to contact business and industry, community agencies, and organizations.

Off-Campus Survey Procedures

1. Program information is submitted for public service announcements to local radio and television stations, as well as publicity mediums such as La Voz on campus.

2. Staff participate as guests on radio and television programs, i.e. the counselor/instructor for Post-Stroke.

3. Television and radio coverage is sought for Special Olympics activities and competitive athletics for physically limited students.

4. De Anza cooperates with area parks and recreation programs in their provision of activities on campus for physically limited students and the aged.

5. Presentations are made to state, regional, and local professional groups such as CAPED and CEC.

6. Presentations are made to numerous community groups such as CANHC, Orton Society, Crippled Childrens Society, Kiwanis, Rotary, and many others.

7. Presentations are made to student trainee groups, such as special education classes in area universities, as well as personnel in medical facilities.

8. Physically Limited Program and Hope Program staff exchange visitations with feeder high school counselors, each seeking to assist students in the wise choice of post-secondary experiences. High school students are invited to campus to tour the facilities and visit the programs.

9. Letters and brochures are sent to public and private sectors, including industry and community centers such as recreational facilities.

10. Visitations are made to industry and business sites to explain the programs and seek relevant job sites for students.

11. Representatives sit on advisory committees of feeder high schools and special education programs.

12. Educational Diagnostic Clinic sponsors a yearly spring conference aimed at seniors in special education high school programs and open to professionals, parents, and other interested persons in the community.

13. The De Anza Limited, the disabled students' newspaper, is sent to representatives of all referral and service agencies in the District. This represents a broad field of feeder schools, institutions, and agencies.

14. Physically Limited Program staff frequently attend meetings of various disabled groups, such as Deaf Community Mental Health, National Federation of the Blind, Governor's Committee for the Employment of the Handicapped, etc. as guest speakers or regular members.

15. Newspaper articles are solicited which inform the public about the programs.

16. Counselors from an area Office of Rehabilitation are scheduled on a regular basis in the Physically Limited Program, Educational Diagnostic Clinic, and Hope, to foster communication both to and from the campus and to work with the Department of Vocational Rehabilitation clients attending De Anza.

17. The Hope Rehabilitation social worker holds an office at the Hope-De Anza site and works closely with students, staff, and a number of agencies regarding referral, such as Loma Prieta Regional Center, Santa Clara County Social Services, and North County Mental Health.

18. Adaptive Geriatric Education staff regularly participate in convalescent staff meetings.

19. Facility directors and staff meet quarterly with Adaptive Geriatric Education management, the Dean of Special Programs, and invited personnel to share information and program direction.

20. The Public Information Office regularly plays an active role in disseminating information about programs through the news media both off and on campus. In addition to news releases, this office also compiles narrative reports which are submitted for publication or television and/or radio coverage.

21. Physically Limited Program vans which transport disabled students are clearly marked with the Program's logo and are constant reminders to the public of De Anza's commitment to the disabled.

22. Special mailers are used by Skills and Tutorial and the Educational Diagnostic Clinic.

"Feeder" School Interview Procedures

Feeder schools are considered to be those district schools which graduate students who might be interested in attending De Anza.

Faculty/Counselor Interview Procedures

Counselors serve a vital role in the Comprehensive Plan for disabled students. Counselors are regularly scheduled in the Educational Diagnostic Clinic and Physically Limited Program and are available to all other program areas. They provide disabled students with personal counseling, academic planning, career exploration, and all the other supportive services available through the counseling process. In addition to these specifically identified counselors, disabled students interact with regular members of the counseling staff in the same way all other students do. Here, again, the mainstreaming process is encouraged, and students actively participate in this process.

The Enabler-Instructors in the Physically Limited Program hold vocational rehabilitation credentials. Initially, students entering college through the Physically Limited Program are interviewed. They receive general counseling of an informational nature, and an IEP is completed. Students may also be referred to an academic counselor for advice on course offerings. Continuing students are encouraged to meet quarterly with their Physically Limited Program Enabler/Instructor and with the liaison counselor who is assigned to the program. The heavy academic academic and personal counseling has become so heavy that a counselor has been employed to specifically meet these needs.

Students entering the Educational Diagnostic Clinic undergo extensive testing, are evaluated, and IEPs compiled according to each student's needs. Hope develops with the student a prescriptive educational/rehabilitation plan upon entry following an initial assessment period. Adaptive & Rehabilitative Physical Education participates in similar procedures, evaluation of the student's needs, cooperatively developed individual plans, and registration of coursework.

Records are maintained at program level. Counselors and faculty jointly work in behalf of establishing good communication with students and in the development of plans for students.

College/Community Communication Procedures

An additional faculty/counselor function is carried out through the consultant role of the Physically LImited Program personnel where the enablers serve to assist the faculty in the implementation of alternative strategies which will assist disabled students to successfully complete class requirements.

On and Off Campus Brochure Dissemination

Brochure dissemination, as described earlier, occurs routinely both on and off campus. Whenever a new brochure is printed, copies are sent to all contact agencies off campus and placed in faculty mail boxes on campus. Special mailouts are conducted when a new program offering becomes available. In the summer of 1979, flyers were sent out to local physicians describing new classes for special handicapped groups, i.e., laryngectomy, hearing impaired.

College Catalog Dissemination

The college catalog is made available for review in the Learning Resources Center and numerous offices throughout the college, and is on sale in the college bookstore.

Rather than widely disseminate the costly college catalog, the college has adopted the procedure of incorporating much of the salient data into the college schedule, which is printed quarterly. Information about the disabled students programs is routinely included in this publication. The schedule of classes is mailed each quarter to every resident in the District. Copies are also sent to specific agencies and institutions where disabled student information may be particularly relevant. These procedures will continue.

Inter-Agency/Institution Communication

Inter-agency/institution communication is vital to the success of the comprehensive program. The assistance provided for the students by the numerous agencies and institutions cannot be understated. They serve in a referral capacity, provide a wide range of assistance to the disabled students, participate with the college in providion of workshops to upgrade professional skill levels, disseminate information about rights of the disabled and characteristics of disabilities which will enhance support for programs and research related to each disability, serve as advocates for the disabled, provide suggestions for creation of new services for the disabled, advise on the evaluation of current services, and capably serve the needs of the disabled in other ways too numerous to mention here. The comprehensive plan for disabled students could not be successfully carried out without their assistance, since they are "built in" as an integral part of the total program.

A listing of the agencies and institutions is quite lengthy. Efforts by the college, particularly the Extended Campus Office, to cooperatively coordinate some of the outreach aspects of the various college programs into the community, have resulted in increased communication among college programs and development of a system whereby each program conducting outreach activities can enhance each others program by mutual information sharing. This should also lessen the demands made upon the time, energies, and costs of agencies, institutions, and industries which help De Anza College through cooperative endeavors.

The process of this interaction covers a broad range of activities and includes a variety of methodologies from Advisory Council membership to agency staff regularly meeting with special education personnel and students on the campus. Of particular note is the very important and constant interaction between program staff and the Department of Rehabilitation. There is a fine supportive ongoing communication system with the local office.

The major purpose of this process is, of course, to foster the delivery of quality programming and availability of services to disabled students. Inherent within this is the need for the establishment of a process whereby referral can be made by agencies to the school or by school personnel to the many service agencies assisting students with meeting their needs. The Physically Limited Program serves De Anza College as the focal point for this procedure. Personnel in this program serve as the coordinating center for such referrals, thus minimizing duplication of services and maximizing the availability of services to students.

The following listing, while not all inclusive, is indicative of the range of centers which interact with the special education programs. Listed below are the most frequently contracted agencies and organizations.

1. Santa Clara Valley Medical Center
   a. Spinal Cord Injury Unit
   b. Brain Injury Unit
   c. Burn Unit
   d. Speech Therapy
   e. Occupational Therapy
2. Palo Alto Veterans Administration Hospital
   a. Spinal Cord Injury Unit
   b. General Hospital
   c. Brain Injury Unit
3. Stanford University School of Medicine
4. Kaiser Hospital, Home Care Department
5. Department of Social Services
6. A.I.D. Center
7. Numerous Physicians in the area
8. United Cerebral Palsy
9. San Jose Committee to Eliminate Architectural Barriers
10. Santa Clara County Transit
11. County Schools for Special Education
12. Community Association for the Retarded
13. C.A.R.H.
14. C.A.P.E.D.
15. Alpha Place Industries
16. Santa Clara Blind Center
17. National Rehabilitation Association

18. Orton Society
19. Cupertino Roundup
20. Peninsula Center for the Blind
21. President's Committee for Employment of the Handicapped
22. California Wheelchair Association Games
23. Handicapables
24. Indoor Sports Association
25. Cupertino Recreation Department
26. County Mental Health Services for the Deaf
27. National Federation of the Blind
28. Ad Hoc Committee on Transportation for the Handicapped
29. Young People for Better Living
30. Department of Rehabilitation Advisory Committee
31. Planned Parenthood
32. Abbey Rents
33. Bay Area Cooperative Education Consortium
34. Santa Clara County Committee to Hire Handicapped
35. Employment Development Department - Palo Alto Office
36. Department of Rehabilitation
37. Southland Corporation - 7-Eleven Stores
38. IBM Corporation
39. U.S. Geological Survey
40. Rockland
41. Pacific Telephone Company
42. Stanford Arthritis Association
43. Stanford University Rehabilitation Center
44. Paralyzed Veterans of America
45. Santa Clara County Deaf Mental Health Advisory Committee
46. Rehabilitation Engineering Workshops, Department of Rehabilitation
47. Women's Educational Equity Communications Network
48. Enablers at Local Community Colleges
49. Langley Porter Institute
50. Local "Feeder" High Schools
51. Recording for the Blind
52. Santa Clara County Library Association
53. Santa Clara Valley Stroke Club
54. Fremont Union High School
55. San Jose State University
56. San Jose Unified School District
57. Santa Clara Unified School District
58. Sunnyvale High School
59. City of Sunnyvale
    a. Parks & Recreation
    b. Library
    c. Police Department
60. Santa Clara County Social SErvices
61. Hope Rehabilitation Services
62. Santa Clara County Mental Health
63. Loma Prieta Regional Center
64. Santa Clara County Social SErvices
65. Department of Health
66. Agnew Residential Facility
67. Center for Employment Training

68. C.E.T.A. - Sunnyvale
69. Employment Development Department - San Jose, Palo Alto
70. Operation SER - San Jose, Mountain View
71. Machinists' Union
72. Hotel, Motel, & Restaurant Bartenders Union
73. Apprentice Standards Union - San Jose, San Francisco
74. Poplar Center
75. Sunnyvale Chamber of Commerce
76. Job Developers of the Bay Area
77. Beverly Manor Convalescent Hospital
78. Anderson Jacobson, Inc.
79. Atari Viewo Games
80. Axion, Inc.
81. Biomation Corporation
82. Bell Industries
83. Bunch Manufacturing
84. California Circuit Assembly
85. Canteen Corporation
86. California Technology
87. Denny's Restaurant
88. Ewing Employment
89. Four-Phase Corporation
90. Ford Aerospace
91. Facciola Meat Company
92. G.R.T. Corporation
93. General Technology Corporation
94. Good Samaritan Hospital
95. Halcyon
96. Hewlett-Packard
97. Hydra Corporation
98. I.B.M.
99. I.M.G.
100. Intersil
101. John-John, Inc.
102. Lockheed Missile & Space Company
103. L & N Uniform Supply Company
104. Muller Printing Company
105. Monolithic Memories
106. Memorex
107. Precision Model Fabricators
108. Rollins Bundick & Hunter
109. Siliconix
110. Synertek
111. Stanford University
112. Shugart Associates
113. Scientific Technology
114. Sears Department Store
115. Seven Associates
116. Tred-2
117. Trendtec
118. Varian Associates
119. Western Electric
120. Woodcraft Specialities

121. Winn Manufacturing
122. Santa Clara County Human Relations Commission
123. Fairchild Camera & Instruments
124. Smith-Kline Instruments
125. Shaklee Corporation
126. Systems Industries
127. University Teacher Training Programs
128. Local Optometric Society
129. Council for Exceptional Children
130. Stanford Speech and Hearing Clinic
131. California Association for Neurologically Handicapped Children
132. Campbell Speech and Learning Clinic
133. Crippled Childrens Society
134. The Vision Care Clinic
135. Kiwanis Club
136. Rotary Club
137. Quota Club
138. North County Mental Health
139. Goodwill Industries
140. Mayfield Career Center
141. California State Department of Education
142. College of Holy Names Gerontology Program in Oakland
143. Senior Citizens Coordinating Council of Sunnyvale
144. Santa Clara County Council on Aging
145. Western Gerontological Society
146. Gerontology Resource Center, Berkeley
147. Geriatric Day Care Center, Palo Alto
148. Family Services Association, Services to the Older Adult
149. S.A.G.E. Project, Berkeley
150. Passages, Palo Alto S.A.G.E. Group
151. Interested Members of the Medical Profession
152. Interested Health Care Professionals
153. The Ombudsmen Program in Sunnyvale

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 36

MAY 2 1980